

LESSON 1 EXPLORER IN ACTION

Objectives

By the end of the lesson, I will be able to:

- Explain how digital technology helps us by making different tasks easier.
- Explain the features of digital citizenship.
- Describe "digital technology" and give some examples.

After the lesson, check the correct box: **Learn**

<input type="checkbox"/> Very well	<input type="checkbox"/> OK	<input type="checkbox"/> Need more work
<input type="checkbox"/> Very well	<input type="checkbox"/> OK	<input type="checkbox"/> Need more work
<input type="checkbox"/> Very well	<input type="checkbox"/> OK	<input type="checkbox"/> Need more work

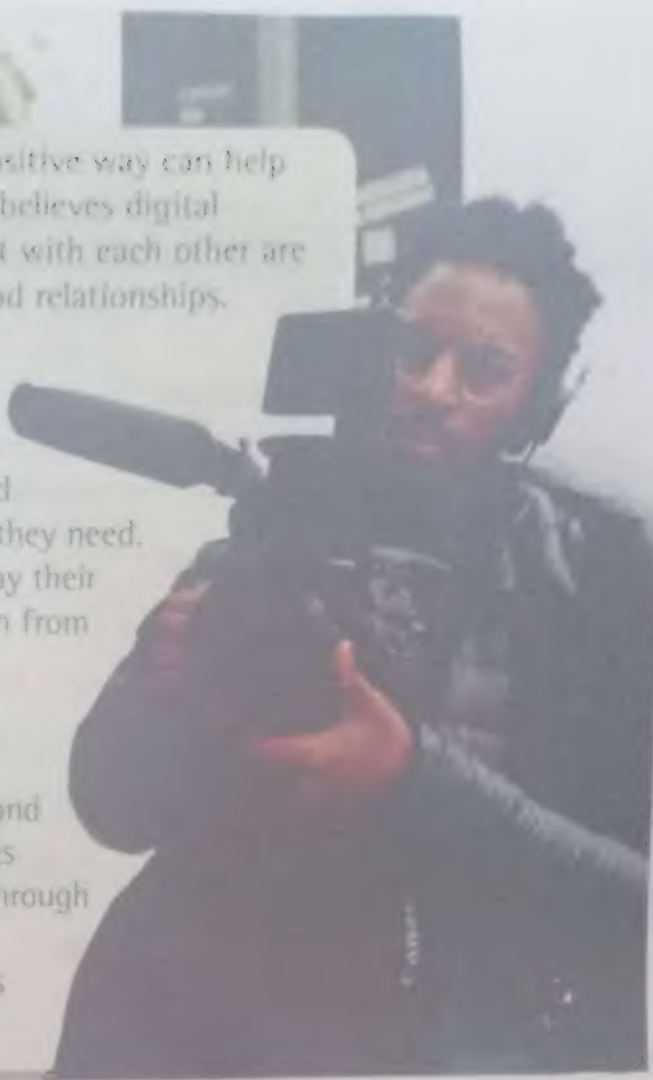
Engage

What different kinds of digital technology do you use every day? What do you use the digital tools for?

Learn

William Tyner is a cultural anthropologist, technologist, and filmmaker. He uses different types of digital technology in many aspects of his work. He works to find real solutions to problems that benefit local communities.





Mr Tyner thinks that using technology in a positive way can help people become successful digital citizens. He believes digital communication and helping people to connect with each other are important to exchange opinions and build good relationships.

Mr Tyner works with different organizations. They help to put individuals in contact with people or services that can help them. They do this by building easy-to-use digital tools and apps that provide people with the information they need. For example, if someone is finding it hard to pay their bills, they can use an app to find the institution from which services they wish to benefit.

In Egypt, there are many ways in which digital tools can help its citizens. Travel is made more convenient by booking tickets for trains, buses, and airplanes online. Many historical and cultural sites can now be visited by purchasing tickets easily through a website by clicking on your preferred choice. And a wealth of information is now at everyone's fingertips with the amazing EKB website.

Video

Watch the video about William Tyner's work. What ICT tools did they use?

Explore

You don't need to be part of a technology project to have experience of digital citizenship. All schools encourage students to learn about how to use technology responsibly, safely, and intelligently. How does William Tyner use ICT tools in a way that makes him a digital citizen? What interests you most about William Tyner's work, and why?

Review

1. Think of examples of using ICT tools in daily life.
2. How can ICT tools be used by organizations and governments to help local communities?

Self-assess

Go to the Objectives at the beginning of the lesson.
Check the correct I can . . . box.

LESSON 1 EXPLORER IN ACTION

Life Skills

1 Read and answer






Apps and websites can help make things more accessible to all of us. What apps and websites do you or your parents use regularly?

Graphic Organizer

2 Read and complete

Read the names in the box, then label each image with the correct name.

Egyptian Knowledge Bank Ministry of Tourism and Antiquities
Ministry of Education Ministry of Health and Population
Egyptian National Railways

Critical Thinking

3 Think and answer

Look at the following situations and decide which organization from Activity 2 would help you find out the information.

1. The library in your local area is closed, and you need to look for some reference books.

2. You want to know when your school exams are.

3. One of your neighbors needs help booking a train ticket.

4. Your family wants to book tickets to visit The Egyptian Museum in Cairo.

5. You want to register your data or the data of a member of your family so you can get the Covid 19 vaccine.

4 Think and answer

Imagine you are going to do an interview with someone from your community to find out more about an issue that affects people in the city or neighborhood in which you live. Plan your interview.

Choose a topic that you're interested in:

Decide what information you want to find out:

Write three detailed questions:

Possible solution to the issue:

LESSON 2 Digital citizenship

Objectives

By the end of the lesson, I will be able to:

- Explain what it means to be a digital citizen.
- Explain key concepts of digital citizenship.
- Discuss how to use ICT tools ethically, responsibly, and safely.

After the lesson, check the correct box: I can...

<input type="checkbox"/> Very well	<input type="checkbox"/> OK	<input type="checkbox"/> Need more work
<input type="checkbox"/> Very well	<input type="checkbox"/> OK	<input type="checkbox"/> Need more work
<input type="checkbox"/> Very well	<input type="checkbox"/> OK	<input type="checkbox"/> Need more work

Engage

What do you think it means to be a digital citizen?

Learn

Digital citizenship is the ability to use digital technology ethically, responsibly, and safely. This helps you to enjoy and take advantage of digital technology, and protects your digital footprint.

In Term 1, you learned some techniques that are part of digital citizenship. You learned how to:

- be ethical and responsible by treating others online with respect, and by crediting sources you find online.
- stay safe online by setting strong passwords and choosing websites you visit wisely, using updated software, and monitoring online screen time.

Digital footprint: Your digital footprint is a record of what you do online, including the sites you visit and the things you post; it can also include things that others post about you. This is why it's important to share information about yourself and others safely and responsibly.



As a digital citizen, you have certain rights and responsibilities.

Rights	Responsibilities
You have the right to not have your digital footprint copied or shared without your consent. If you upload videos, songs or stories you've created to the internet, you have the right to protection from piracy. (Piracy is the illegal circulation of content to be shared or sold to others.)	You must never commit piracy, with the aim of sharing or selling digital content to others.
You have the right to engage with others online. This includes communicating with family, teachers, and friends. It may also include posting positive ideas to help your community, and expressing your opinions in a way that doesn't offend others.	You should always show positive behavior in your communication online. A good rule is to share with your classmates and friends things you are comfortable saying face to face and positive things.
You have the right to provide and to access information and entertainment online while respecting intellectual property rights, and crediting the resources from which you took the information.	Be sure to evaluate what you're viewing or about to share. Ask: Is the source information safe to view and share? Is the source material a result of piracy?
You have the right to use the internet when you need or want to, while respecting the law.	Evaluate how you're using the internet. Is what you're looking at a productive use of time? Does it bring you joy, or does it cause you stress? Is the material safe? A good online/in-person balance is important for your well-being.

Explore

Imagine you've done one of the following:

- Thought of ways to connect people of determination in your community to volunteers who wish to help them in challenging everyday tasks
- Filmed a video explaining how to reduce community waste



How would you responsibly and effectively share this information online?
Discuss with a partner.

Review

1. Explain the rights and responsibilities of digital citizenship.
2. Give examples of how you use ICT tools ethically, responsibly, and safely.

Self-assess

Go to the Objectives at the beginning of the lesson.
Check the correct I can . . . box.

Comprehension**1 Look and write. Then answer the question**

Complete the chart. Read the rights of digital citizenship. Provide an example of how you can use each right responsibly.

Rights	Example
1. You have the right to engage with others online.	
2. You have the right to gather and post information and entertainment online.	
3. You have the right to use the internet when you want to.	

Create a new right that can be connected to digital citizenship. How can you use this right responsibly?

2 Think and write

Provide an example of how you can achieve each of the following:

1. being a good digital citizen

2. leaving a positive digital footprint

3. sharing with your colleagues and friends information published on the internet

4. avoiding piracy

critical Thinking

3 Think and answer

Think about what you have learned about digital citizenship. Read the scenarios below. Explain how you would handle each one.

1. You read a blog that talks about the best food to eat for breakfast. However, you disagree with the blogger's opinion. You want to write a response to share your thoughts on what you think is a healthier and tastier breakfast option. How do you express your opinion in a positive way?

ICT and me

4 Think and answer

Can you think of a time in your daily use of ICT tools when you or someone you know was a good digital citizen? Discuss this situation with your teacher and classmates.

LESSON 3 Positive impacts of ICT

Objectives

By the end of the lesson, I will be able to:

- Explain how ICT tools can aid me socially, intellectually, and educationally.
- Discuss the efforts made by the Egyptian government in providing safe and reliable digital resources.
- Discuss how technology provides support for people of determination.

After the lesson, check the correct box: **I can...**

Very well OK Need more work

Very well OK Need more work

Very well OK Need more work

Engage

How have ICT tools made your life easier?

Learn

As a digital citizen, you use ICT tools to learn, to share, and to communicate. In 2018, the Egyptian government provided digital tools and resources that can help you enjoy your time through digital books, activities, and watching videos and TV channels presented by experts in educational materials. Its goal is to implement a skill-based education, and ensure that all students can access learning materials equally.

Digital devices can help a non-verbal person communicate and to learn languages at school, using pictures. For students who can't leave their home due to health or other issues, digital devices can provide them with the connection they need to teachers, and the material they need to learn.

Digital devices can also be beneficial when unexpected events affect us, making us unable to leave our homes.

In addition to providing Egyptian citizens with access to learning materials in the digital library, the EKB holds webinars for teachers, students, and parents. The webinars provide guidance and tips on how to register on the website and use it.



Egyptian Knowledge Bank
بنك المعرفة المصري

Video-sharing platforms

You can use video-sharing platforms to learn or to teach new things. For example, if you want to learn how to create healthy meals, you can search for a video to show you how, step-by-step! If you have a skill you'd like to share online, you can use a video-sharing platform to post your own video, too. Remember to ask your teacher or a member of your family before you post anything online.

Socializing

You can socialize online as well. You can work with classmates outside of school on a project, virtually. You can video chat with your friends. You may even join an online group that shares your interests. Some common interests could include sports, movies, and games, like chess. Remember to ask an adult's permission before you join a group or communicate with someone online.

Common communication apps are the messaging app WhatsApp®, the social media platform Facebook®, and the virtual meeting app Skype®.

Explore

Think about a skill or talent you have that could help others. Explain what it is. How might you use a video-sharing platform to provide information about it? Share your ideas with the class.

Review

1. Explain the positive impacts of ICT tools on Egyptian students' lives.
2. How can ICT tools help people of determination? Why are these tools so important?

Self-assess

Go to the Objectives at the beginning of the lesson.
Check the correct **I can** . . . box.

I have been thinking about you

[illegible]

Critical Thinking

3 Think and answer

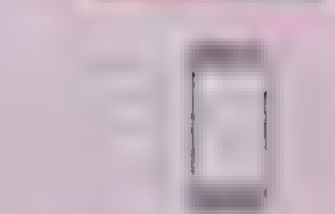
1. In what ways are these devices different?



desktop computer: _____



laptop computer: _____



cell phone: _____

2. Write examples of situations where you might choose to communicate using the following apps, and explain why.

WhatsApp® messenger:

4. Search

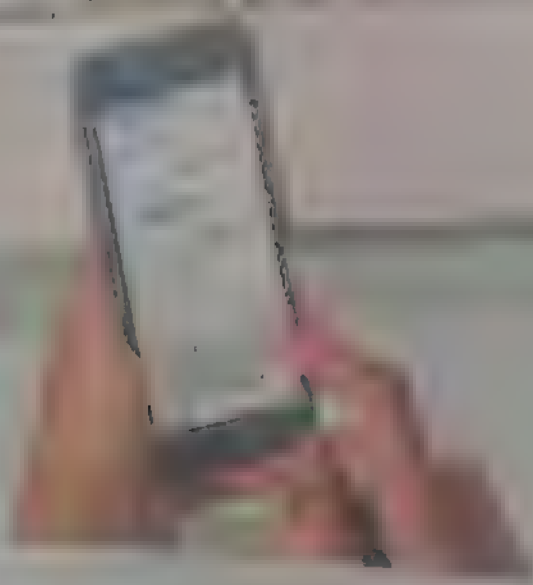
4. Write a summary



11

Engage

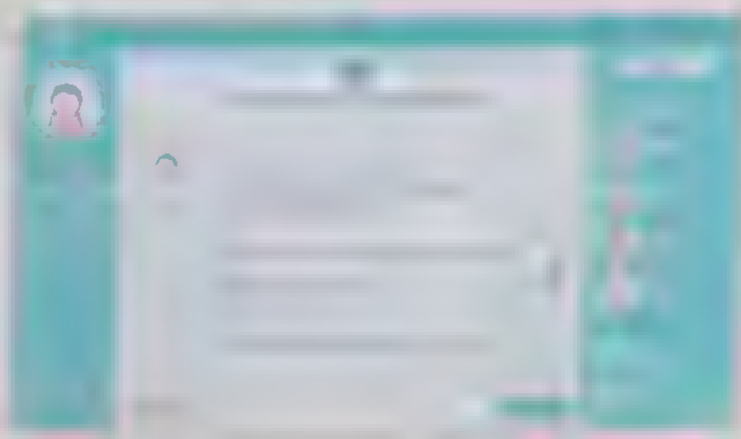
Learn



A cell phone application is an application that runs on your mobile device. It allows you direct access to different programs such as email, instant messaging, social network pages, and video chats. Some applications could be pre-installed on your mobile device. Others need to be downloaded.

Chat rooms: These allow you to communicate in a group. They usually focus on just one particular subject. For example, people may use a chat room to maintain a discussion on a particular study subject.

Tools needed: web browsers for internet access or a



Asynchronous communication

Asynchronous communication is a type of communication that does not require the participants to be online at the same time. This means that you can send a message or post a comment and receive a response at a later time. Examples of asynchronous communication include email, discussion boards, and video recordings.

One of the main advantages of asynchronous communication is that it allows you to communicate at your own pace. You can take as much time as you need to think about your response, and you can communicate from anywhere at any time. This makes it a very flexible and convenient way to communicate.

Explore

Think about a learning activity that you would like to design. What type of communication would be most appropriate for this activity? Would you use synchronous or asynchronous communication? Why? Write down your ideas and share them with the class.

Share your ideas with the class.

Review

What are the advantages of both synchronous and asynchronous communication?

Write down two advantages of synchronous communication and two advantages of asynchronous communication. Share your answers with the class.

Self-assess

Reflect on your learning experience. How did you feel about learning about asynchronous communication? What did you learn from this activity? Write down your thoughts and share them with the class.

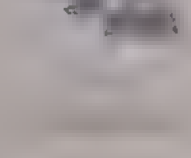
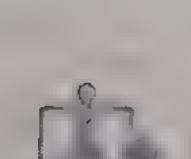
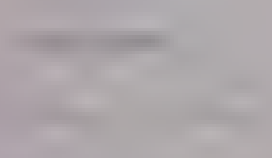
1. Asynchronous communication
 2. Synchronous communication
 3. Video chat

video chat

Asynchronous communication

2. How can each form of communication help

... ideas, and feelings to others? Provide an
 ... each one to do so.



Critical Thinking

3 Think and answer

What is the digital equivalent to each of ten forms of help from the forms of internet communication you've seen. Explain your choices. (Note: There may be more than one's choose from)

getting immediate help:

formally reporting a crime:

helping a neighbor with a household chore or job:

finding a lost pet:

comforting someone:

ICT and Me

4 Think and answer

Objectives

- Explain how to use e-communication

Very well

OK

Need more work

Engage

How do you show proper etiquette when communicating online?

Learn

it. Or you answer the call by clicking on the phone/video icon.



Make sure your microphone and camera are on. Sometimes, the person in charge of the call may mute people's microphones. You

your messages. Be polite, helpful, and positive.

in the subject line.

information you're sending is safe and accurate.

Explore

why the issue means a lot to you.

Review

Self assess

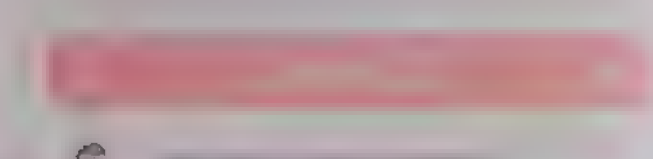
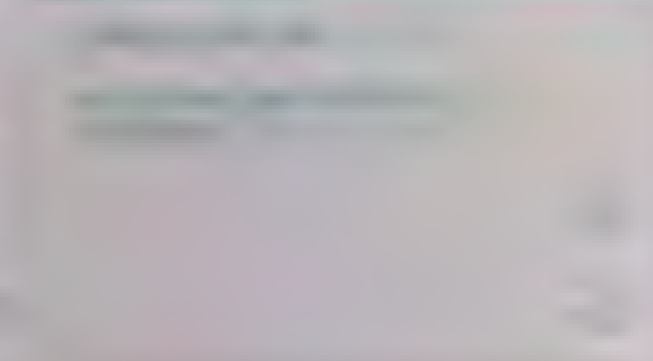
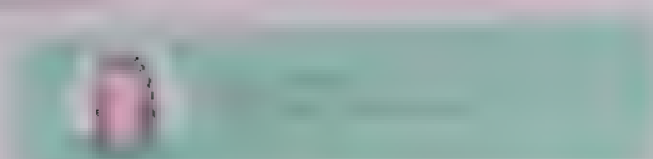


Computer Skills

1. Basic Skills

Students should be able to use the following basic computer skills:

- Turn on and off the computer.
- Open and save files.
- Use the mouse and keyboard.
- Use the Windows operating system.
- Use the Internet.
- Use the Word processing software.
- Use the Spreadsheet software.
- Use the Presentation software.
- Use the Database software.
- Use the Email software.
- Use the Web browser.
- Use the File transfer software.
- Use the Network software.
- Use the Security software.
- Use the Backup software.
- Use the Recovery software.
- Use the Troubleshooting software.
- Use the Maintenance software.
- Use the Configuration software.
- Use the Monitoring software.
- Use the Logging software.
- Use the Auditing software.
- Use the Reporting software.
- Use the Archiving software.
- Use the Compression software.
- Use the Encryption software.
- Use the Decryption software.
- Use the Signing software.
- Use the Verification software.
- Use the Authentication software.
- Use the Authorization software.
- Use the Accounting software.
- Use the Auditing software.
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- Use the Decryption software.
- Use the Signing software.
- Use the Verification software.
- Use the Authentication software.
- Use the Authorization software.
- Use the Accounting software.



Role Play

2. Participate in a video chat

Students should be able to participate in a video chat using the following skills:

- Use the video chat software.
- Use the video chat software.
- Use the video chat software.
- Use the video chat software.
- Use the video chat software.
- Use the video chat software.
- Use the video chat software.
- Use the video chat software.
- Use the video chat software.
- Use the video chat software.

3 Think and discuss

After your role play, explain what you feel your strengths were during the chat. Then explain what you felt you could have done better. How could you improve next time?

4 Write an email

Use your notes to write an email to your teacher about your experience.



To

Subject

5 Think and answer

online? Are there any you would not feel comfortable posting about?

(Ad

- I am interested in...
- I am interested in...
- I am interested in...
- I am interested in...
- I am interested in...
- I am interested in...

Objectives

- environments.
- Discuss online learning sources.
- Explore questions with links to othe

Very well

OK

Need more work

Engage

How have online learning tools helped you to learn about a particular subject?

Learn


Online Learning assignments

Online learning assignments are a great way to learn about a particular subject. They can be used to learn about a wide range of topics, from science to history. Online learning assignments can be used to learn about a particular subject in a number of ways. They can be used to learn about a particular subject in a number of ways. They can be used to learn about a particular subject in a number of ways.

assignments.

Online learning sources

Online learning sources are a great way to learn about a particular subject. They can be used to learn about a wide range of topics, from science to history. Online learning sources can be used to learn about a particular subject in a number of ways. They can be used to learn about a particular subject in a number of ways.



Overview | Review | Related | Report | Tags | Share

Work Press Lesson 5: Supporting people of determination

NATIONAL GEOGRAPHIC LEARNING

SPHINX
Since 1958

Supporting people of determination

Objectives

Work Press

Work Press Learning Resources

videos just by clicking on them.

A virtual labs platform that enables students and teachers to do lab experiments in an interactive environment. It's not only informative, but fun too!

NATIONAL GEOGRAPHIC KIDS

Map themes, data, and tools are used.

Explore

possible subjects/topics to consider:

- Social Studies: Ancient Egypt
- Science: An important scientific discovery

learning sources that may help you in your research.

Review

1. Discuss the purpose of online learning environments.

source interests you the most? Why?

Self assess



Öğrenci Bilgi Formu

1. Kişisel Bilgi

Öğrencinin Adı Soyadı: _____

Sınıfı: _____

Okul Adı: _____

Okul Adresi: _____

Okul Telefonu: _____

Okul E-posta Adresi: _____

2. Aile Bilgisi

Aile Durumu: _____

Aile Geliri: _____

Aile Eylemi: _____

Aile Eylemi: _____

Aile Eylemi: _____

Aile Eylemi: _____

Aile Eylemi: _____

Aile Eylemi: _____

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Aile Eylemi: _____

Aile Eylemi: _____

Cross-Curricular Connections

3 Think and write

discussed with a partner. Write your notes to prepare.

Subject chosen: _____

Why I chose this subject: _____

Questions I have: _____

Online learning sources that I will use: _____

My goal is _____

I will find out _____

LESSON 7 Planning Your Research

Objectives

- Identify the types of sources you will use.
- Evaluate the types of sources you will use.
- Prepare to evaluate the types of sources you will use.

Engage

Think about what you already know about choosing sources.
Which types of sources would you aim to use?
Which types would you avoid? Explain.

Learn

It's important to plan before conducting research.
You focus on the information you're trying to find.

1. Choose your topic. What do you already know about the topic? What else do you want to learn about it? Think and write notes.
2. Choose the types of online sources you will use. Remember that a source can be text, audio, video, and image sources, not just text sources. Consider asking your teacher, parent, or school librarian for advice about which sources to use for your research.
3. Prepare to evaluate the types of sources you've chosen. Are they reliable or unreliable?



While conducting your digital content search, be sure to stay focused on the topic you're researching. Once you find information that seems to answer your questions, evaluate it. Is it reliable?

Once you've determined that the information is reliable, take thorough notes. Be sure to write down what you're going to use from the source material. Don't forget to cite the source information in your notes. You will need to credit the source in your report.

Unreliable sources

You may find factual information on social media sites, such as Facebook®, Wik pages, and blogs. However, you are also likely to find information full of opinions, errors, and even lies. You must be wary of information you find on these types of sources.

Reliable sources:

Reliable sources are articles or information written and verified by experts.

The information is presented in a professional fashion. The source information is well written, without grammar or spelling mistakes.

Organizing and writing your report

After you've completed your digital content search, you need to organize your source information.

Then, you can write your report. You will begin by writing an introduction, followed by the body of your report in a logical way.

Writing an outline

An outline should include

- An introduction that introduces the topic of the report
- Supporting paragraphs that present the information
- A conclusion or final thoughts on the information that you have presented

Explore

Students will explore digital content search engines and evaluate the reliability of the information they find.

Review

Students will review the information they have gathered and evaluate the reliability of the information.

Provide an example of an unreliable digital source. Explain why it is unreliable.

Students will present their findings and evaluate the reliability of the information.

Self-assess

Students will assess their understanding of the information they have gathered and evaluate the reliability of the information.

Objectives

1. Understand the

historical significance of the Great Wall of China

and its role in Chinese history

and how it has been used as a symbol of Chinese power and unity

and its impact on the world

and how it has been used as a symbol of Chinese power and unity

and its impact on the world

and how it has been used as a symbol of Chinese power and unity

and its impact on the world

and how it has been used as a symbol of Chinese power and unity

and its impact on the world

and how it has been used as a symbol of Chinese power and unity

and its impact on the world

2. Complete an online

quiz about the Great Wall of China

and how it has been used as a symbol of Chinese power and unity

and its impact on the world

and how it has been used as a symbol of Chinese power and unity

and its impact on the world

and how it has been used as a symbol of Chinese power and unity

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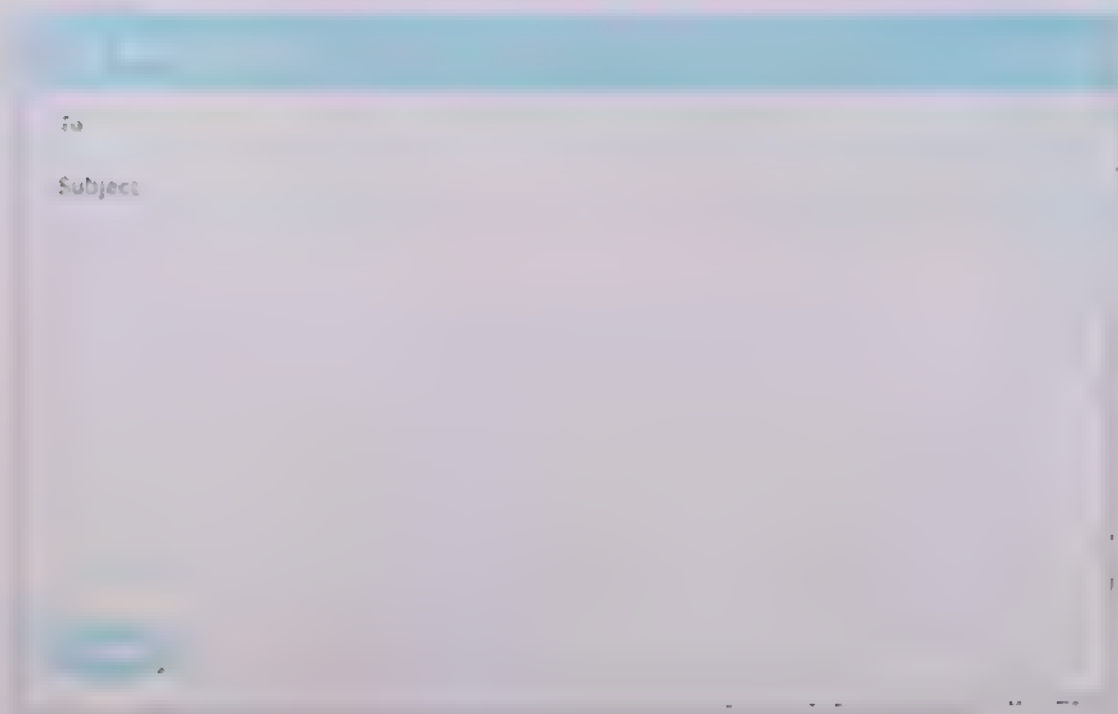
and its impact on the world

and how it has been used as a symbol of Chinese power and unity

and its impact on the world

3 Write your report

Use your outline to write your report. Review the steps on page 34.
Remember to cite your sources.



ICT and Me

4 Think and answer

1. How do you think the Internet will change the way we live and work in the future? Write your answer in the space below.

2. How do you think the Internet will change the way we learn? Write your answer in the space below.

3. How do you think the Internet will change the way we communicate? Write your answer in the space below.

Objectives

By the end of the lesson, I will be able to:

- Discuss how to use synchronous and asynchronous communication with teachers and classmates
- Communicate using digital tools.
- Discuss how to report findings using digital tools.

After the lesson, check the correct box

Very well

OK

Need more work

Very well

OK

Need more work

Very well

OK

Need more work

Engage

appropriate digital tools?

Learn

communication is appropriate.



- between friends or close family

- when the information is about day-to-day matters
- when an answer does not require very much thought or preparation.

- between people who do not know each other well
- when the information is important but not urgent
- when an answer requires thought and preparation

asynchronous methods of communication.

Choose the correct tool depending on the situation.

Explore

Refer to the report you wrote in Lesson 7, on page 37.

ynchronous or an asynchronous digital tool?

Review

Self-assess

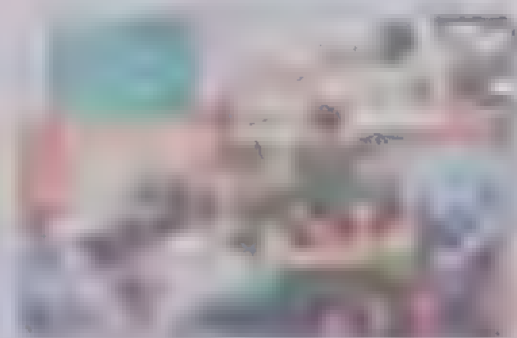
1. *Journal of Management Studies*, 1997, 34, 1, 1-14.

2 Take notes

- Give urgent news that require immediate action.
- Ask a friend if they are free tomorrow afternoon.
- Ask someone you know to send you a photo.
- Send a wish for an occasion, such as a birthday.
- Responding to an email or a written letter from a teacher.
- Send a message to a teacher who you do not know very well.

3 Communicate your findings

Discuss your findings with the person you chose.



ICT and Me

4 Think and answer

You have commun

1. Compare h
the pers

Vocabulary

1. Match the terms.

1. A hypothetical situation is one that is not real but is used to illustrate a point.

2. A conclusion is a statement that is reached after a series of steps or arguments.

3. A premise is a statement that is used to support a conclusion.

4. A logical fallacy is an error in reasoning that can lead to a false conclusion.

Review Questions

2. Read and answer

1. What is the difference between a premise and a conclusion?
2. What is a logical fallacy?
3. What is a hypothetical situation?
4. What is a conclusion?
5. What is a premise?
6. What is a logical fallacy?
7. What is a hypothetical situation?
8. What is a conclusion?
9. What is a premise?
10. What is a logical fallacy?

Critical Thinking

3 Think and answer

2. Do you feel more comfortable communicating using synchronous communication or asynchronous communication? Explain why.
3. You have just completed research on a topic that means a lot to you. You want to share your results with your friends. What method of choice.

Essential Question

4 Think and complete

effectively? Complete the sentence with your own ideas.

Activity

5 Research, create and show

- Research the different types of communication methods and their uses.
- Create a presentation or video showing the different types of communication methods and their uses.
- Show your presentation or video to your friends and family.
- Discuss the different types of communication methods and their uses.
- Write a report or essay about the different types of communication methods and their uses.

1500

Software projects

How can different software programs help us?

Boy using a computer
grow a robot



SPOTLIGHT on Theme 4

In this theme, you will learn about different types of programs that you can use effectively when carrying out your study tasks, and you will look for different usages of these programs. You will also do a simple digital project, making use of what you have learned.

Objectives

- Understand the importance of digital tools in wildlife conservation.
- Identify the challenges faced by conservationists in using digital tools.
- Explore the role of the Internet of Things (IoT) in wildlife conservation.
- Discuss the ethical considerations of using digital tools in wildlife conservation.

Engage

What do scientists want to find out when they study wildlife?

Learn

Gautam Shah is the founder of *Internet of Elephant*, a conservation organization that uses ground-breaking digital tools to connect people with elephants.

After living and working as an IT specialist in many countries including the United States, India, Argentina, and Kenya, Mr Shah realized he could use his skills to make a positive impact on wildlife.



in their natural habitats.

games.

Internet of Elephants, creates unique mobile games, using augmented reality, and data visualization that allow people to interact with amazing creatures. Augmented reality lets you virtually see the real environment of the things you would like to see, and presents you with information about them through screens and digital tools made specifically for this purpose. The games tell the stories of individual animals, and players can follow their daily lives.

Mr Shah hopes *Internet of Elephants* is the start of a new approach to engaging the public with wildlife. The mobile games mean that wherever you are in the world, you can interact with amazing animals in countries close to your country or far away!



Video

Explore

ICT is a tool that is helping how to protect the environment. It is helping to monitor the environment and to protect the environment. It is helping to monitor the environment and to protect the environment. It is helping to monitor the environment and to protect the environment.

interest you the most? Explain why.

Review

ICT is a tool that is helping how to protect the environment. It is helping to monitor the environment and to protect the environment. It is helping to monitor the environment and to protect the environment. It is helping to monitor the environment and to protect the environment.

Self-assess

ICT is a tool that is helping how to protect the environment. It is helping to monitor the environment and to protect the environment. It is helping to monitor the environment and to protect the environment. It is helping to monitor the environment and to protect the environment.

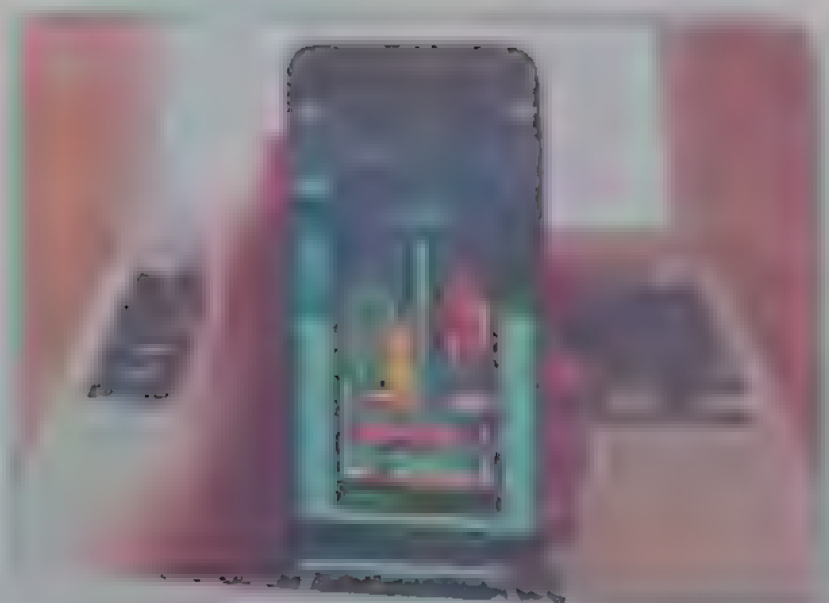
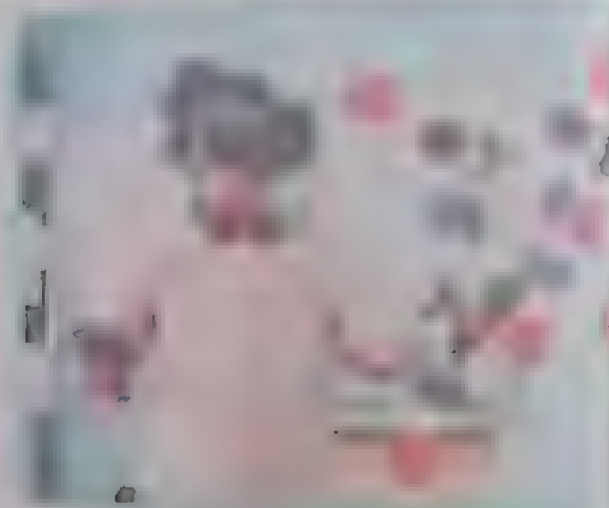
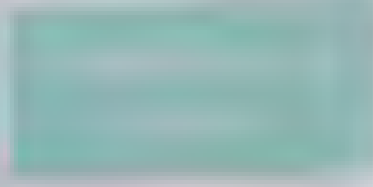
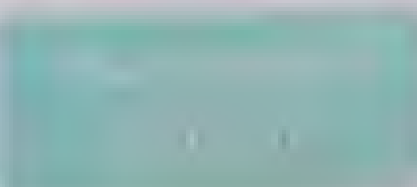
Life skills

1 Read and answer

What apps do you use regularly?

Graphic Organizer

2 Read and match the terms to the photos.



Critical Thinking

3 Think and answer

Read the scenarios below. Which digital tools from Exercise 2 would be used for each scenario?

4 Discuss these questions in pairs

- 1 Mr Shah uses his skills in IT and his interest in na

- ## 2 What inventions do

5 Think and answer

Objectives

by the end

successful

OK

Need more

Engage

This
was it? Were you able

her digital device. What

Learn

when using ICT to
problems that you can't solve on your own and solve.
problem-solving process. Here are some steps that you can take:

Remember: In Term 1, Unit
Lesson 6, you learned about
some common ICT problems
and how to solve them. Solving
them involved taking steps



1. Construct a Hypothesis. A hypothesis is an educated guess about how things work. It is an attempt to answer your question with an explanation that can be tested
2. Test your Hypothesis. Do not conduct any test which is not safe!
3. Was your test successful? If not, don't worry, we learn from our mistakes. What did you learn? How can this help you make your next hypothesis?

Breaking down problems into smaller sections

such problems in small sections, step-by-step. Read the real-world problem below.

Your teacher asks you to help organize the class trip

Note: If you have a

multiple smaller tasks, it becomes more manageable.

- Decide on a destination for the trip.

-

- Calculate the price of the trip per

-

-

-

-

Explore

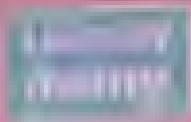
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-

-

Review

Self assess



Comprehension

1 Read and answer

Answer the questions.

• Writing a research paper/report on a school subject.

Think of different ways to perform the task at hand.

1. Do you have a computer at home? No
2. Does the school have a computer? Yes
3. Can you use a word processor program? Yes

1. Explain how the steps above show trial and error.

2 Think and answer

Look at the steps below. Put them in order.

- Make sure your keyboard is well connected.
- Turn on your computer.
- Ask your teacher for help to solve the problem.
- Type a few letters on a Word page.
- Open Microsoft Word.
- Try connecting another keyboard, if available.

3 Think and write

You and your friend want to see a movie. Make plans.

4 Read and write

4 Read and discuss with a partner

- Read the text and discuss it with a partner.
- Write a short paragraph about the text.
- Read the text and discuss it with a partner.
- Write a short paragraph about the text.

ICT and me

5 Think and answer

- Read the text and discuss it with a partner.
- Write a short paragraph about the text.
- Read the text and discuss it with a partner.
- Write a short paragraph about the text.

Objectives

By the end of the lesson I will be able to:

- Present information
- Explain the necessary digital needs of
- Discuss basic design concepts

After the lesson, check the correct

Very well	OK	Need more
Very well	OK	Need more
Very well	OK	Need more work

Engage

Put the visuals (written texts, still pictures, animation and vid

Learn

Presenting information: digital tools

PowerPoint®, Word®, and Publisher®.

The Microsoft Office 2010 suite of applications includes PowerPoint, Word, and Publisher. These applications are used to create and present digital content. PowerPoint is used for creating presentations, Word for creating documents, and Publisher for creating publications. These applications are part of the Microsoft Office 2010 suite, which also includes Outlook, Access, and OneNote.



Digital concepts to consider

A margin is the space left around the edges of

er. A 25mm margin will help design a good poster.

You want your audience to be able to easily see your information. If you choose a small font size, your audience will have to strain to read it. If you choose a font size that's too big, you'll have to limit the amount of information. Always be sure to choose a font size that is easy to read. There are many fonts you

A complicated or decorative font is distracting and hard to read.

Explore

Choose a topic that is important to you and present to others. Choose from the topics below or think of your own:

- Water conservation
- The importance of tourism in achieving mutual understanding and respect between peoples and societies

Present this information to others using a poster or billboard. Think about the basic design principles.

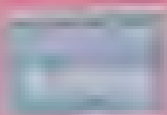
Review

What are the tools needed to create a poster or billboard?

Of all the design principles, which do you think is most important? Why?

Self-assess

Go to the Objectives at the beginning of the lesson.
Check the correct I can ... box.



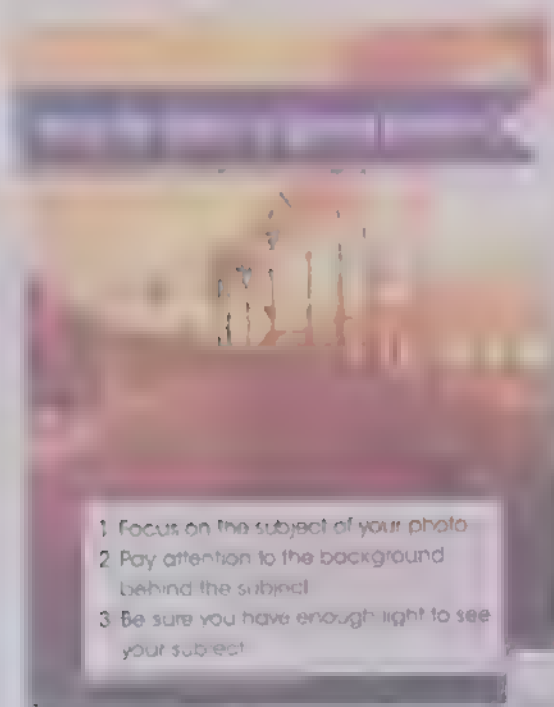
Unit 1

English

Comprehension

1 Look and answer

Check the box.



How to take a good photo



2 Think and write

Answer the questions.

effectively.

would you do to improve it?

Research

3 Take notes

your sources.

4 Organise your notes

5 Create your poster



Objectives

• Explain how to use reliable sources to	Very well	OK	Need more work
and Excel.			
• Explain how to use Microsoft Word and	Very well	OK	Need more work
Excel to present and share information			

Engage

Learn

Evaluating sources

thing an explorer does is to research the topic.

- Print: books, articles, newspapers, encyclopaedias
- the EKB and similar authoritative online sources
- have studied the topic

on it is important to evaluate the source
tell you how reliable the information is at
source is true. There are many ways to evaluate the source

These include

- Is the author a respected person or organization?
- Does the source provide evidence and can you check?
- How current is the information?
- Does the source state opinions or facts?
- Is the information presented with a bias or unbiased?

It can help

Using Microsoft Word and Microsoft Excel

To record the data you collected you will need one program that is common in collecting information is Excel. Excel allows you to create a spreadsheet with as many columns and rows as you need. Excel is often used to present numbers as the program can add up numbers automatically. Excel is a wonderful way to collect information to collect your



or information online.

Explore

What is your favourite plant and

information.

Review

- What information do people impact their environment?

Self-assess

at the beginning of the lesson.

Check the correct I can ... box.


Critical Thinking

Use the first column below to record 5 sources of information.

are. Use the below ranking as a guide.

- that cites sources and states current facts.

- that offers some so

- * **Untrusted source:** The information comes from a person or organization that does not have  to back up what they are saying and uses mostly opinion with little facts.

Research

2 Think and answer

- 1 Use Excel to collect the data from the sources you found. You will want to collect the following data:

• The scientific name of the plant or animal

• The common name of the plant or animal

• The country or state it is found in

Excel

• What is the environment it lives in?

Objectives

- Discuss the concept of algorithms
- algorithms
- algorithm.

Very well

OK

Need more

Engage

Learn

In Term 1, you learned how to use search engines to gather information online. Every time you type

digital maps to provide you the results.



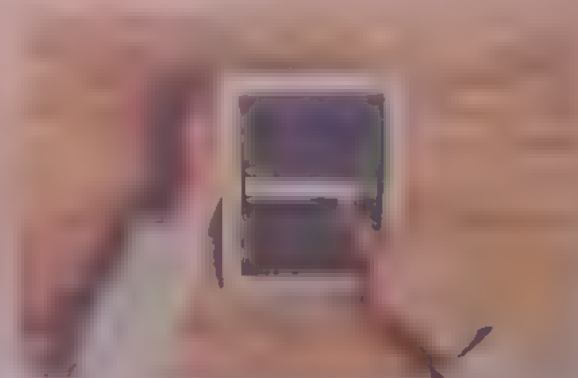
- 2 Place pita bread on the plate.
- 3 Open the pita bread.
- 4 Add falafel balls to the bread.
- 5 Smash the falafel balls once they're inside the bread.
- 6 Add tahini and salad.

clean the dust ~> wipe flat surfaces ~> clean the floor

go straight ahead ~> turn right at 'x' ~> turn left at 'y'.

nts. For example, when you do a word problem in math
have to break the question down
steps are the guideline

1. Read the problem carefully.
2. Write down what you know.
3. Write down what you need to find.
4. Think about the steps you need to take.
5. Write down the steps you need to take.
6. Check your work.



Explore

Think of a task you perform on a routine basis.
Create your own algorithm. Write the steps. Compare your algorithm with a
partner.

Review

1. Explain how a search engine uses algorithms to provide results.
2. Lesson 5 introduced you to the concept of algorithms. Explain how, step by step.

Self-assess

Go to the Objectives at the beginning of the lesson.
Check the correct box.



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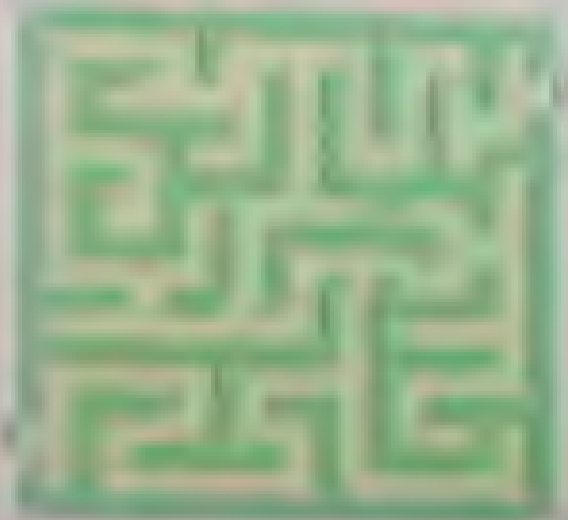
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YÖNEMLİ

2. How could missing a step, or adding incorrect information, affect an algorithm?

Solve the problem

Create an algorithm. Look at the maze. Provide the steps needed to go from Point A to Point B.



1. Think and plan

4. Think and answer

1. _____

Research

Search and evaluate

1. _____

Unit 1: Introduction to the Course

Objectives

- Understand the course structure and objectives.
- Identify the key concepts and themes of the course.
- Develop a personal learning plan.

Activities

Students will participate in a group discussion about their expectations for the course.

Assessment

- Self-reflection on learning goals.
- Peer feedback on group contributions.
- Teacher observation of student engagement.

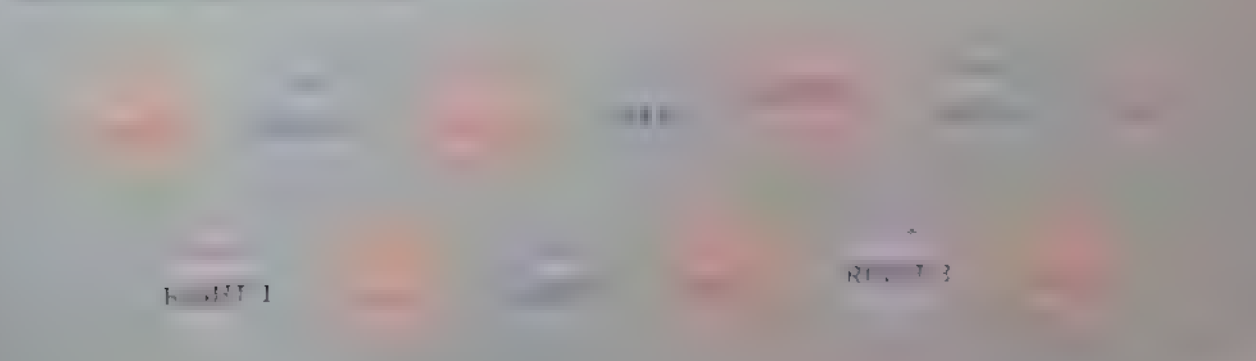


OUT

computers speak different languages.
There are many websites like Code.org that
can help you learn to code using different
coding languages. What programming
(coding) languages have you heard of?
Have you ever created a maze and
provided instructions to solve it?
Instructions for a maze are like



...are like a set of instructions that tell a computer how to solve a problem. These instructions are called algorithms. An algorithm is a set of steps that a computer follows to solve a problem. Algorithms are used in many different ways, from simple tasks like adding numbers to complex tasks like solving a maze. In this unit, you will learn how to create algorithms and use them to solve problems.



Explore

Use the buttons to create a path from the start to the end of the maze. Write down the instructions you use to solve the maze.

Review

- What is an algorithm?
- How can we use algorithms to solve problems?

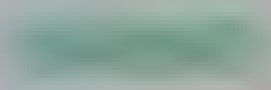
Self-assess

Can you create a path from the start to the end of the maze? Can you write down the instructions you use to solve the maze?



Introduction

1.1 Overview



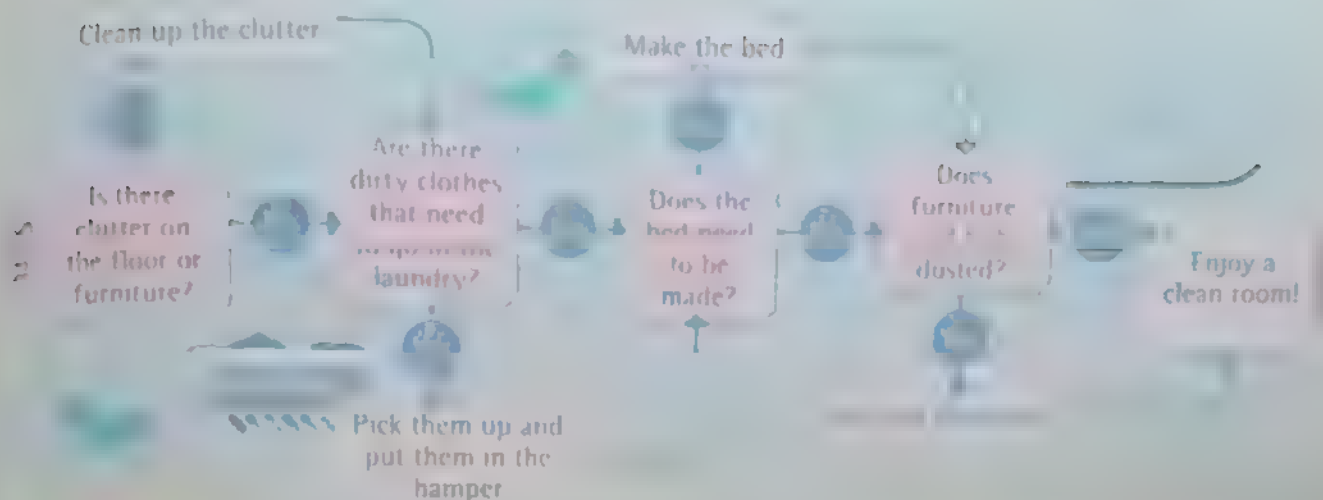
1.2 Detailed description of the first section.

1.3 Detailed description of the second section.

Critical Thinking

2 Read and draw

problem in logical, simple steps.



Draw another flowchart about another

- How to make a sandwich
- How to make a cake

- How to make a salad
- How to make a smoothie

3 Think and write

Write a short story about a person who is very messy and how they clean their room.

ICT and me

4 Think and answer

1. How do you think a computer can help you in your daily life? Write a short story about a person who uses a computer to solve a problem.

Objectives

after the lesson, check the correct box:

- | | | | |
|--|-----------|----|----------------|
| • Discuss how to add some visuals (such as graphs, tables, etc.) to the presentation | Very well | OK | Need more work |
|--|-----------|----|----------------|

Engage

Learn

menu bar include the ability to edit colors and images.

These are some of the tools:



- Fill colors using the color options.
- Select areas of the photo to use in your drawing by cropping.
- To add text to a photo, click on the bottom right corner of the photo. Drag your mouse to the right until you have enough white space to write your text. Cut and paste the text from the area and paste it into the photo.
- Adjust the size or direction of the



-
-
-
-



Explore

1. Use the color options to change the background color of the photo.

2. Use the crop tool to change the size of the photo.

3. Use the text tool to add text to the photo.

Review

1. What are the steps to add text to a photo?

2. How do you change the background color of a photo?

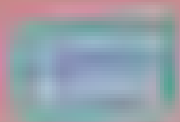
3. How do you crop a photo?

Self-assess

1. I can use the color options to change the background color of a photo.

2. I can use the crop tool to change the size of a photo.

3. I can use the text tool to add text to a photo.



Comprehension

1 Look and answer

Look at the picture and answer the questions. Write your answers in the spaces provided.

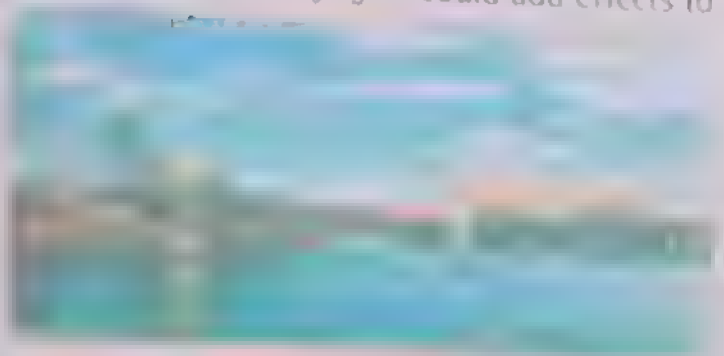


2 Look and answer

Look at the picture and answer the questions. Write your answers in the spaces provided.



ink of ways you could add effects to it. For example:



- make the photo look like night
- brighten the photo
- make the photo look cluttered

for help.

2. Think and write

3. Think and write

4. Compare and contrast

Objectives

Students will be able to:	After the lesson, check the		
• Discuss the elements of a presentation	Very well	OK	
• Discuss PowerPoint	Very well	OK	
• Present information on a specific topic	Very well	OK	Need

Engage

What are the elements of a good presentation?

Learn

To create a presentation using PowerPoint, click on the PowerPoint icon on the desktop. Then, click on Blank Presentation. At the top of the screen, you will see a menu bar with multiple tabs. Each tab contains a different option you can use to create your presentation. You will see a slide titled "Microsoft PowerPoint" with a blue background. The slide contains a title box and a text box. Type the information in the text boxes.

A slide is a presentation page that contains text and images. On the left side of the screen, you will see a thumbnail, or preview image, of each slide you're creating.



Explore

Review

Self-assess

Life skills**1 Think and answer**

It's time to create your own PowerPoint presentation. Use the information you've gathered while researching your topic of choice from Lesson 3 to create your presentation.

1. First, let's plan. Break down what you'll need to do to create your presentation into smaller sections. Write each section.

2. Next, it's time to problem-solve. Write about how you will complete each section.

2 Plan your slides

Write what you will include on each slide.

3 Create your PowerPoint presentation

Finally, it's time to create your presentation. Be sure to do the following:

- Double-check that your sources are accurate.
- Cite your sources.
- Have a clear idea of the design you'd like to have.
- Determine how much text you want to include on a slide. Remember, you want to limit the number of words on each slide to make them easy to read.
- Decide how to break up the information you're including on each slide.
- Include visuals in your presentation.

Remember, you can include texts, images, and elements from other Microsoft 365 programs to create your PowerPoint presentation. For example:

- Tables, images, symbols, and texts from Word.
- Graphs, charts, and tables from Excel.
- Images from Paint.

ICT and me

4 Think and answer

Congratulations on creating a PowerPoint presentation! Now share your thoughts on the experience.

1. How did you use problem-solving skills to help you to create your presentation?

2. Explain the choices you made when it came to:

Text size and style: _____

Use of graphic tools: _____

3. Talk to a partner about the success of each of your presentations. How were your presentations similar? How were they different? What will each of you do differently next time?

REVIEW Theme 4

Vocabulary

1 Write and compare

Write a sentence for each set of words to explain the connection between them. Then compare your sentences with a partner.

1. steps and trial and error

2. algorithm and coding

3. slide and thumbnail

Review Questions

2 Read and answer

1. Explain why taking steps is an important part of problem-solving.

2. What digital concepts should you consider when creating a poster?

3. How do images make a presentation better?

4. Write a short algorithm for an everyday task.

5. Give instructions on one way to add an image or graphic to Microsoft Word or PowerPoint.

6. Explain how problem-solving is related to coding.

7. List three tools you can use in Paint or Word to create your own drawings.

8. List three visual tools you can use in PowerPoint.

Critical Thinking

3 Think and answer

1. How can you use problem-solving to help you if you're having difficulty using the Microsoft 365 program?

2. Imagine you are about to create a PowerPoint presentation. Break down the steps you might take to create it.

3. Experts say that learning how to code can make you a more creative person. Think about what you've learned about coding. Do you agree? Why or why not?

Essential Question

4 Think and complete

Think about the information that you have learned in this theme.

How does it help you to understand how to use different software and techniques to create digital presentations?

After studying this theme, I know that I can use different software and techniques to create digital presentations because

Activity

5 Research, create, and show

How can you use problem-solving, breaking things into steps, trial and error and algorithms to carry out a task? How might you represent this in code or in a flowchart? Make this into a presentation using the techniques in (4) to show to the class.